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ABSTRACT

The Multiple Perspectives Teacher Education Emphasis Area at Michigan State University was designed to integrate teacher candidates' field experiences with the instruction from the methods courses. Field instructors were informed about the specific methods, content, and procedures. Some methods courses were taught within the field setting and included demonstration lessons with children taught by the methods instructors. Methods instructors also participated in the supervision and feedback to the teacher candidates as they progressed through field experiences. To document progress by the teacher candidates, a formative program evaluation system used pre/post surveys and interviews with the candidates, and comprehensive reports described their accomplishments. Reviews of progress were also conducted informally to identify particular needs of the candidates. The usual evaluation processes for each methods course was used by each instructor--i.e., examinations, reports etc., and reflection papers were written by the candidates. This paper summarizes some of the data which illustrate how graduates thought about their role as a teacher. Pre/post survey results are discussed, and interview data is illuminated by quotations from the candidates. Some reflections are included on the goals and content of teacher education. (JD)

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THINKING ABOUT SELF IN THE ROLE OF A TEACHER

as reported from

Graduates of An Alternative Teacher Education Program

The

Multiple Perspectives Teacher Education Emphasis Area

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Objectives

The teacher candidate working either toward elementary or secondary certification will work collaboratively with peers, cooperating teachers, and university faculty to demonstrate the following goals and objectives.

GOALS AND OBJECTIVES FOR MULTIPLE PERSPECTIVES PROGRAM

This emphasis area has three primary goals with related objectives.

GOAL I: THE TEACHER CANDIDATE GRADUATING FROM THIS PROGRAM WILL HAVE DEVELOPED AN AWARENESS OF THE MULTIPLE ROLES AND RESPONSIBILITIES OF TEACHERS AND THE EXPERTISE NEEDED FOR THE BEGINNING TEACHER TO ASSUME THREE OF THESE ROLES.

(Role A) - Curriculum Planner and Developer

Objectives. The teacher candidate will:

1. Select content and develop integrated units of instruction which (a) are based on assessment of students, (b) incorporate student beyond-school goals and instructional objectives, and (c) promote outcomes related to:
   a. academic learning and its application to the students' out-of-school life,
   b. personal and social responsibilities, and
   c. appreciation of diversity.
2. Plan and develop strategies which (a) are consistent with intended outcomes and knowledge about how children learn and develop and (b) provide systematic instruction.
3. Evaluate instruction for its effectiveness in promoting the academic, personal, and social progress of all pupils.

(Role B) - Interactive Instructor (Teacher with Students)

Objectives. The teacher candidate will:

1. provide systematic instruction for pupils of different levels based on reflection and new data;
2. evaluate and give feedback to pupils about their academic progress, personal and social responsibility, and appreciation of diversity; and
3. implement a management and organization system which reflects principles of effective classroom teaching.

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(Role C) - Integrating Agent with Persons & Groups from School and Community

Objectives. The teacher candidate will:

1. establish and maintain communication with parents about pupil's academic progress and personal/social development;

2. promote a team relationship among parents, pupils, and teachers; and

3. use community resources in instruction

GOAL II: THE TEACHER CANDIDATE IN THE MULTIPLE PERSPECTIVES PROGRAM WILL MAKE DATA-BASED DECISIONS REGARDING THE MULTIPLE FUNCTIONS OF SCHOOLING, WILL REFLECT ON THOSE DECISIONS AND RELATED ACTIONS, AND WILL APPROPRIATELY ALTER BEHAVIOR AS HE/SHE ENACTS VARIOUS TEACHING ROLES.

Objectives. The teacher candidate will:

1. describe his/her perception of the impact s/he has on others,

2. describe rationale for and instructional strategies selected,

3. describe rationale for decisions about ways to promote pupils' sense of personal and social responsibility; and

4. describe rationale decisins about ways to promote an appreciation for diversity in pupils.

GOAL III: THE TEACHER CANDIDATE IN THE MULTIPLE PERSPECTIVES PROGRAM WILL DEMONSTRATE THE CAPACITY TO (A) FUNCTION AS A LIFE-LONG LEARNER, (B) STUDY SERIOUSLY THE PRACTICE OF TEACHING, AND (C) CONTRIBUTE TO THE ADVANCEMENT OF TEACHING AS A PROFESSION.

Objectives. The teacher candidate will:

1. remain open to alternatives while seeking further information about consequences of decisions;

2. articulate a broad understanding and perspective concerning educational topics;

3. assess current and needed knowledge and initiate action to gain needed knowledge;

4. assess and use knowledge of classroom, school district, and community in making decisions;

5. attend various district, community, and/or union activities; and

6. gather objective information about classroom events as a means of evaluating impact on pupils and self.

INTRODUCTION

Teacher educators are interested in the effect that teacher education programs have in training teacher candidates to use specific effective teaching strategies. The effect is often difficult to document because teacher candidates' course experiences may not necessarily be integrated with practice during their field experiences. Also, the field instructors and classroom teachers may not be cognizant of the specific content being taught within the methods courses and therefore, may not provide feedback which is designed to secure integration of theory and practice.

The Multiple Perspectives Teacher Education Emphasis Area at Michigan State University was designed so as to integrate the teacher candidates' field experiences with the instruction from the methods courses. Field instructors were informed about the specific methods content and procedures. Some methods courses were taught within the field setting and included demonstration lessons with children taught by the methods instructor. The methods instructors also participated in the supervision and feedback to the teacher candidates as they progressed through the field experiences.

Documentation of progress by the teacher candidates was accomplished by the following methods:

1. A formative program evaluation documentation system using pre/post surveys.
2. Interviews with selected teacher candidates as part of the program evaluation system.
3. A comprehensive report describing the accomplishments of the teacher candidate was prepared at the conclusion of the sixth term full-time student teaching experience.
4. Reviews of progress were conducted informally each term to identify particular personal/professional needs for each candidate. Specific individualized study was organized as needed.

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5. The usual evaluation processes for each methods course was used by each instructor--i.e. examinations, reports, etc.

6. Reflection papers which were designed to encourage reflective thought by the teacher candidate to examine the concepts of methods as being applied in the field experience.

This paper will summarize in a brief review some of the data which illustrates how graduates think about their role as a teacher. The writer was also a field instructor for the program and served as the program evaluator for Cohort (group) I and II (Fall, 1981 through Spring, 1984). His instruction assignment provided continuous insight into the gradual process of the development of the teaching skills by the teacher candidates. The writer has chosen to add a section giving his impressions and hunches so as to provide ideas for consideration in program development.

This paper is organized around the following major sections:

Pre/Post Surveys

Interview Data

Impressions and Hunches

PRE/POST SURVEYS FOR PROGRAM EVALUATION

This section will briefly review the results from the pre/post surveys completed for program evaluation purposes. Cohort I had eleven graduates and Cohort II had ten graduates with both pre/post data available. Some graduates elected not to complete all surveys. All teacher candidates were asked to voluntarily complete the following questionnaires:

1. Semantic Differential (SD)
2. Teacher Concerns Questionnaire (TCQ)

Semantic Differential

The Semantic Differential was given to measure the degree of personal self-confidence. The scale permits the development of an index which indicates the person's confidence self-perception. The pre/post index figures were high for all candidates which indicates they entered and exited with a high degree of personal self-confidence. These data are, however, difficult to interpret as the scale provided only an index without direct information concerning their thinking process.

The self-confidence expressed by the candidates may indicate the intensity of their commitment to become effective teachers. Apparently, the program generated a rather high degree of personal stress due to the formative nature of the processes and content as well as the expectations by the staff communicated to the participants. During interviews, several participants expressed their reactions to the stress, yet also revealed strong commitment to the program concept.

> If there is anything which could be improved on is the stress... I know that everybody underwent a lot of stress...a lot of emphasis was placed on what good program this was, what good teachers we're going to be and everybody kept telling us what high expectations they had of us to start with and I think that had a lot of pressure...I think it's hard to keep going at that pace for that long a time.

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They need to state realistic goals for us...too much was required at times...this is gonna be the best teacher preparation program and these students will be very high achievers, and I think a lot of extra things were asked of us just so we could prove you...It added stress.

I felt a lot of the papers and things that we did were good ideas, but often they came at a bad time like I think this research project is a terrific idea...another term...maybe before student teaching.

I feel this year I've grown more as a teacher than any other year. I think the reason is I always felt inhibited to do things before...a lot of times I was confused on what I was supposed to do...I didn't see a continuum in my classes...This year I was given a lot of freedom to do basically what I thought was appropriate...I worked in a really good classroom.

This was the craziest decision I ever made because it was so much work but the work really pays off so I'm really glad I did it this way instead of going through regular track because I feel like I'm much more confident and ready to handle classroom situations.

I was considering dropping the M.P. program because I was getting fed up with the paper work and stuff. (What made you decide to stay with M.P.?) I didn't want to go through the interviews with the heads of two programs.I'm a shy person. (Would you have switched without the interviews?) I would have felt guilty or thought of myself as a quitter. I was very seriously considering it. I don't know if I would have switched. (How do you feel about your decision to stay?) I'm glad I did.

Stress was too much. We all sort of hung together and gave each other support.

Self-confidence, when under stress, was apparently very important for the candidates to continue as part of the program but also to demonstrate significant personal achievement in developing teaching skills and gaining cognitively.

Teacher Concerns Questionnaire

The Teacher Concerns Questionnaire (TCQ) is a 56 item survey originally developed by Francis Fuller (1972) and others. It was used to measure the pre/post degree of concern as self-reported by the teacher candidates.

A central problem of interpreting the results of the TCQ is that the definition of "concern" by the candidates apparently changed between entry and exit. The candidates were generally confident of their teaching abilities on entry yet also were aware that success was not automatic. By the conclusion of six terms in the program, the candidates were confident that they were effective beginning teachers. "Concern" had now become more of a general apprehension awaiting the day when they would truly be full-time beginning teachers without continuous supervision. One candidate in an exit interview expressed it like this:

> I was wondering if anyone has shared that even though they may have done well in the program...is it abnormal to feel... not to be confident about stepping into a classroom? (Are you telling me you still have some reservations?) Yes. (What would it take to get you to feel confident and not somewhat apprehensive?) Get a job, get into a classroom and see what happens. (Without supervision?) Yes. That is what it is gonna take.

The TCQ data did not measure any change which was statistically significant at the .05 level. These data, however, do reveal a direction of change for individuals. In general, most graduates tended to evidence some change in a positive direction; that is, they were becoming less concerned with their teaching skills and more confident of success as a teacher. It also appeared that considered as a group, Cohort II changed in a positive direction more than Cohort I. This may be partly explained due to the fact that Cohort I may have experienced greater stress due to the unsettled nature of the program of study for them. Changes in content and procedures were more frequent and often more diverse for Cohort I than for Cohort II, although significant program modification continued to also occur for Cohort II.

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These surveys should not be used to develop generalizations concerning anticipated changes which may occur in candidates thinking until added Cohorts have completed the program and their data compared with Cohort I and II. It may be that these instruments as pre-post surveys are not sensitive enough to detect changes in thinking because the definition of confidence and concern by the graduates may change; that is, the focus of confidence and concern in the post survey shifts to an anxious interest in performance in the unsupervised atmosphere of teaching under contract as a certified teacher as contrasted to the constant monitored, supervised experience in teacher education, especially where a mentor (field instructor and teacher) is constantly available with advice, critique, and positive support.

INTERVIEWS

A selected sample of six teacher candidates was interviewed using a questionnaire developed by the all-college Undergraduate Program Evaluation Committee. This questionnaire was to be used by each program evaluator with a selected sample of candidates so as to provide input into the cross-program evaluation process.

Classroom Management

Attitudes about classroom management as well as the processes and procedures were changed by the candidates during the program. During the first interviews candidates clearly expected to have safety rules but had not yet connected discipline with the overall guiding principles of total instructional management so as to include pre-planning, assessment techniques, materials organization as well as the development of rules. Two quotes from a first term interview illustrate their thinking:

> I haven't given it that much thought, but I want to build responsibility in my students. I'd be concerned about their own safety, things like being attentive to instructions, maybe reading comic books. I think the rules would be a general area.

> I don't think I could answer that specifically right now, but in general I would say something like consideration of others.

At the conclusion of term six, the attitude and conception of classroom management had evolved where a limited number of rules to govern conduct, movement, work habits, and safety would be used. The real intent would be, however, to teach responsibility rather than having rules become a primary means of maintaining order. One student summed it up by saying:

> It's important at the beginning of the year to teach responsibility and personal space, sharing, respect of others' property.

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Student teaching had influenced considerably the thinking about classroom management. As a full-time responsibility, the candidates had discovered that management was closely connected with planning and developing a community responsibility spirit so far as actually achieving a harmonious, productive environment. They strongly recommended that the formal methods course for classroom management be changed from term one to at least term four (student teaching is term six).

Every candidate expressed conviction that "rules" needed to flow from the class with the teacher recognized as an integral part of the class. Rules whould be simple with a stress on contribution to the common good. Modeling had become an important process to be used during instruction for understanding subject concepts as well as management. Pre-planning was continually expressed as the vital necessary key so that instruction would proceed smoothly.

All candidates recognized that social and psychological development (affective objectives) was a necessary part of teacher planning. This was never interpreted to supercede the necessity of effective cognitive growth but rather a comcomitant need which had to be included. The candidates recognized the tremendous problems of individualization and creating sufficient personal time for children with special needs whether cognitive, affective or physical. Grouping and planning adjustment was considered as critical. These could be accomplished by gathering data descriptive of needs (test scores, reports, knowledge of community environment) and then using these data to guide planning.

These candidates demonstrated extensive understanding of the complexity of the issues revolving around management. Their realization of using all available data to assist with planning was most

evident from student teaching as they assumed full-time responsibility for teaching. The interpersonal relationships and communication with pupils were viewed as vital requiring planning as well as using time to help pupils learn personal responsibility. The candidates view of management was to use the development of rules as a community affair, use both group and individual processes to achieve a stable environment and provide for affective growth while providing for the needed cognitive development.

Responsibilities of Teachers

The teaching responsibilities of the elementary teacher were recognized as a complex organizational process requiring careful planning, pre-assessment, and identification of appropriate instructional objectives. Data were obtained from interviews whereby candidates identified the approximate percentage of times per week they expected to use for the elementary subject areas as well as the type of activity (whole groups, individually, small group, or pairs) for instruction. Candidates remained consistent in assigning a minor role to art, music, and physical education but during exit interviews significant stress was placed on integration of subjects rather than keeping the subject areas separate.

The exit interviews revealed there was more difficulty experienced in attempting to complete the exercise of assigning a percent of time to subject areas as well as explain their reasons. Almost every candidate voiced some integration of three or more subject areas so that teaching was viewed more as interdisciplinary rather than as separate time blocks for separate subjects.

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The candidates unanimously recognized that math and reading were the two key subject areas where skill development for pupils was essential. Teaching became a complex, demanding process rather than simply scheduling pages from a book. The candidates expressed a need to do continuous assessment of progress, adjust instruction, adjust materials, involve pupils, and keep academic growth combined with social, emotional, and physical development. It was, however, a real problem for the candidates during post interviews as they struggled with time division and explaining their viewpoint. The following quotes from candidates illustrate their concern and integration of subjects so as to give emphasis to academic but not neglect other life competencies.

> All those areas have received less time this year because of the new reading guidelines and new reading restrictions... I'm still very sort of life competency skill oriented... directing it toward what can be directly used outside..It's just the time factor.

> There's only so much time and I guess I'm basically a three R's teacher...everything else needs to be integrated into those three areas.

> I feel I can integrate those a lot into other topics. .I've done that a lot this year.

> Art, music and physical education can all be integrated with math, science, social studies and reading. Art is the easiest to integrate.

The post interview data supported the generalization that candidates had become increasingly perceptive of the responsibilities of teaching and would utilize a number of measures to determine their effectiveness. Academic concerns were recognized as significant but also the personal, social, physical development and psychological growth had to be an integrated responsibility and goal for the teacher. Measures to check results consistently included observations of children's actions, testing, comments, questions, and sharing. None of the

graduates were willing to rely on only one measure. Observation and documentation of results were considered very important in deciding the extent a teacher had achieved his/her goal and responsibility. Keys to effective teaching included:

(1) Knowledge of subject matter, both as to content and process.

(2) Effective teaching of management skills with children so as to guide them toward demonstrating responsible behavior.

(3) Adjusting instruction for individual needs.

(4) Effective gathering of data relative to human, environment, and curriculum to use for decision making.

These thoughts illustrated that candidates knew teaching was a complex, interpersonal process which requires constant decisions by the teacher. They wanted their decisions to reflect a logical process which considered the needs of the individual as well as the outlined curriculum. Schooling was to be a place where life concerns were demonstrated as the reason for learning. The candidates wanted to assure that pupils would see the immediate applications of learning in practical ways rather than promoting learning as meeting some future abstract need. This was obviously very difficult for the candidates to achieve with every lesson. Recognition that motivation to learn is usually effective when an identified need to know is accepted by the pupil was a key concept of teaching expressed by all candidates. They discovered a need to understand the pupil's thinking process and continually sought to have the pupil explain their process of learning or thinking. This technique also was a key way of discovering with the pupil how learning had application both immediately as well as building blocks for ..ided study. Through these processes, the candidates also discovered that thinking through and explaining their individual processes of learning helped them model for the pupils.

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In summary, the candidates viewed teaching as securing pupil involvement with learning, modeling for the pupil, providing for affective and cognitive objectives and most certainly, recognition that pupils need to learn concepts of basic subjects as a vital prelude for future cognitive development.

Goals of Schooling

This section is closely related to the previous section on "Responsibility of Teachers". It is included as a separate section to highlight the candidates thinking about schools as a function of society.

Candidates knew that responsibility of schools was extremely complex and exceptionally involved. Although they recognized that time was insufficient to provide many experiences, they were thinking of strategies which may permit the accomplishment of both affective and cognitive objectives. The full-time student teaching experience was very influential during the post interviews. These interviews were conducted during the last two weeks of this experience so that it was very current. It had, however, contributed to the candidates intense awareness of time demands and the complexity of meeting all needs. Several quotes illustrate their thinking:

> I used to think that you could do a lot of individual stuff, but I found that it's not possible. Maybe I will have more time when I get organized...Maybe in two years.

> The more you individualize the better it is for the kids and being practical I know I couldn't individualize everything... I'm going to give myself some leeway because you can do a lot with groups.

> I see more conflict working in pairs...I'm sure it is depending on the grade level...You'd have more pairs in upper grades...I see a lot of competition just between two...I'm talking grouping in such a way that you've got higher achievers and lower achievers mixed...So there's interest level, achievement level and behavior level grouping...math's a good example of achievement level and reading.

> I mentioned earlier how student teachers will model what they are modeled...kids do the same thing and if a teacher is showing respect and is consistent and is accountable and encourages children to do the same thing.

By the conclusion of their six terms of teacher education, the candidates had demonstrated they were capable managers of instruction and they had confidence in their capabilities and skills. Yet, they now had a much more realistic understanding of the immense scope of teaching and the energy required if they were to reach the level of success they expected for themselves. They began as confident persons dedicated to helping children enjoy learning. They remained confident and dedicated but now they were able to clearly define the problems which confront a teacher. Alternative processes could be identified but with anticipation of a continuing need to adjust so that progress would continue. Graduates now knew that solutions would not be simple and that continuing to adjust and learn would be a necessary part of a successful teacher's career.

Candidates Future Professional Goals

Most of the graduates did continue to view themselves as career teachers. Grade level preference tended to broaden in scope, that is; graduates were more willing to accept themselves as teachers at any grade level, K-Middle school. A few of the graduates were considering more specialized careers such as administration, science and one person specifically mentioned industrial education. Three of the 18 people interviewed (13 from Cohort I and five from Cohort II) expressed some doubts about continuing in the education field. Two of these three remained uncertain about their commitment they believed was necessary in order to be successful to the degree they felt was essential. One was considering a military career. Only one of the 18 persons interviewed

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was definite that a career as an elementary teacher would not be appropriate. The candidate stated a career goal by identifying other possible education careers.

> I would like to get into some administrative and research. I'll be going to school. I'm not going to stay in an elementary school my entire life. I will train to be a psychologist.

The graduates did think of themselves as successful elementary and middle school teachers. Their interest in children represented a commitment to improve the educational process. They were confident of their ability to use their training in a productive and personally satisfying career as a teacher.

IMPRESSIONS AND HUNCHES

This section represents a personal note by the writer as he reflects on the experience with Cohort I and II of the Multiple Perspectives Program. It is intended to stimulate added thought concerning the goals of teacher education, the content for pre-service teacher candidates, and the processes of documentation.

The Multiple Perspectives Program instruction was begun Winter Term, 1982 with 24 candidates. Thirteen candidates completed the program. The second group (Cohort II) began the program Fall Term, 1982 with 25 candidates and 15 completed the program. (One of these 15 did not receive a pass grade for student teaching. It is not known at this time if this candidate will successfully complete the program.)

Both groups were going through the program during a period of time when content and procedures were continually being intensely examined. Many changes occurred as the faculty discovered that procedures were not working and/or achieving the desired results. Part of these changes were necessary because of the inclusion of field experiences with all methods courses. By necessity, this required that schools and teachers be cooperative in assisting the program to have the needed structured field experiences for the candidates with children. It was vital for the candidates to continually implement the very processes that they were studying in methods. Simply having experiences with children were not sufficient if the program concepts were to be practiced in a field setting. Obviously, these processes required extensive inter-personal communication and understanding among faculty, teachers and candidates as well as continually recognizing that pupil needs had to be met.

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It is the opinion of this writer that a major stress factor was created by the number of candidates included in the beginning phases of the program. As some candidates shifted to other career choices or other teacher education programs, communication stresses, although remaining critical, were decreased and more personal attention was possible. A program involving the extensive incorporation of field experiences with methods instruction is extremely time consuming for both candidates and faculty. Overloads of other duties were a definite interference with achieving the program goals, especially during the developmental phases of the program. This writer strongly recommends that time analysis be carefully completed so as to assure that faculty will have sufficient time to assist candidates through the stresses of a new program. It is his hunch that the number of candidates the program attempted to service may have been a key factor in creating stress for the faculty, teachers and candidates.

Development of a program which is attempting to apply new processes requires that change of procedures or content be considered an inherent part of the early stages. Extensive planning had been devoted to developing the basic philosophy and general procedures of the program. Content outlines had been completed. Most certainly, many concepts were incorporated which had been used as part of other programs. Yet, this program was attempting the inclusion of a rather vast array of ideas and concepts. Change often was made quickly rather than continue with what appeared to be unproductive procedures. It is the writer's opinion that many of these changes were necessary and have resulted in more carefully delimited processes for present Cohorts which seem to be working better. In the future, the key added preparation could be to

prepare a mind-set for expecting change. The candidates were concerned about their future and desired to achieve the objectives which were viewed positively as appropriate needs for teachers. The candidates were, however, very concerned with the evaluation of their achievements. Planning new programs needs to include processes whereby communication with candidates will sufficiently relieve the stress associated with evaluation of their progress. It is this writers opinion by using small numbers in pilot groups, providing extensive faculty time and actively including the candidates in the development of change that many of these stresses may be decreased.

The candidates who completed the program were all confident they had received effective instruction and that the program content was valuable for them as future teachers. They did feel, however, that the program may be attempting to include too much. This certainly represents an area which needs added careful analysis so as to deliminate the content needed in pre-service teacher education and that which should be expected during the induction years.

The writer was a field instructor for Cohort I and II. He supervised much of the field experiences for all the candidates as well as served as the field instructor for 14 of the 28 candidates during student teaching. These experiences provided a close relationship with the candidates development as teachers. As a result, he is fully convinced that the field experience which was designed to secure opportunities to implement methods taught was the critical process necessary for the candidates to achieve the program goals. It is his opinion that the primary need by the candidates was feedback which would guide or create reflective thought and understanding. Summative evaluation for grade definitely interfered with feedback and learning. Yet, the writer also is aware that summative evaluation is necessary in order to assist with decisions by the candidate as well as <u>about</u> the

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candidate by the faculty.

The program continues to search for the best processes to achieve both effective feedback for growth as well as summative evaluation to help both the candidate and the faculty make the necessary judgements concerning teaching skills and knowledge. It is the writer's opinion that sufficient cognitive exams should be used to decide concept progress for letter grades with field grades based on the reflective thought linking feedback with concepts. Field grades would have to be on a pass/no credit basis rather than a graded scale.

The program was using a mid-term and term faculty informal/formal evaluation of each candidate. This process was becoming effective in helping candidates discover and prioritize personal professional objectives. These were then being translated into an individualized program designed for study and an improvement program. This concept, in the writer's opinion, was a most innovative concept by the program which needs added attention and expansion. It may be a key process to help decrease the stress of summative evaluation, guide decisions of early exit from the program made by the candidates or by the faculty and provide a means by which specific progress can, in fact, be documented.

In summary, the writer often found himself in agreement with the candidates as they expressed frustration coming from stress, program changes, time and expectations. He also agreed, however, that the goals, objectives, content and field experiences were excellent.

Program development is not easy. Many professional interpersonal relationships are involved and often also strained in the process. The need to continue careful documentation and revision of program evaluation processes are evident. Conclusions need to be <u>formative</u> in nature rather

than summative so that development may continue.

These candidates did change in their thinking about teaching over six terms of methods and field experiences. They developed into excellent beginning teacher candidates. It is true that most of these candidates would probably have rated quite high in any program. It is this writer's opinion that the field experiences incorporating methods contributed to a better overall preparation as they begin their careers. They know the vast complex problems which confront a teacher and have already successfully worked through many possible useful alternatives. They were completely aware that being a teacher truly means a life-long commitment to always becoming a teacher. A quality teacher is never complete.

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